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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  Our inheritance and experiences through our life cycle make us who we are.  **Key concepts**   * Change * Form   **Related concepts**   * Cycle * Heritage   **Lines of inquiry**   * Life cycles of human beings * Physical and cultural characteristics inherited from families | **Social Studies strand(s)**  Living things  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Describe the life cycles of  a variety of living things  (for example, a range of  animals and plants)  • Compare the life cycles of  different living things  • Identify the common  components of life  cycles (for example,  birth, growth, maturity,  reproduction, death)  • Recognize that siblings look like parents   * Describe some characteristics inherited from parents to children |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global  perspectives.  **Central idea**  Exploring our surroundings we discover evidence from the past and the present.  **Key concepts**   * Connection * Function   **Related concepts**   * Evidence * Orientation   **Lines of inquiry**   * Evidence from the past in our city * Use of plans and maps for our special orientation * Physical changes in the landscape | **Social Studies strand(s)**  Earth and space  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Identify the evidence that  the Earth has changed (for  example, land formations  in local environment)  • Investigate how buildings  and other structures have changed in their city |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend  and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  Human beings express themselves according to their culture.  **Key concepts**   * Perspective * Causation   **Related concepts**   * Sensation   **Lines of inquiry**   * Forms of artistic expressions * Ways of expression according to culture | **Social Studies strand(s)**  Living Things  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Discover different sensations according to the part of the body being used |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  The comprehension of the relation between forces and movement can help us improve our lives.  **Key concepts**   * Causation * Function   **Related concepts**   * Force * Movement   **Lines of inquiry**   * Types of forces * Effects of forces * How forces can be used | **Social Studies strand(s)**  Forces and energy  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Identify and describe  different types of forces  • Explain the effects of forces in different bodies  • Explain how forces are used in daily life |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  Human beings organize themselves into communities.  **Key concepts**   * Connection * Form   **Related concepts**   * Interaction * Community   **Lines of inquiry**   * Characteristics of a community * Roles in a community * Rules and agreements in a community | **Social Studies strand(s)**  Living Things  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Examine interactions  between living things  of a community  • Describe the role living things have in a community |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  As human beings we must share and conserve our natural resources.  **Key concepts**   * Function * Responsibility   **Related concepts**   * Resources * Sustainability   **Lines of inquiry**   * Renewable and non renewable natural resources * Distribution and availability of natural resources | **Social Studies strand(s)**  Living Things  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  • Explain how human  activities can have positive  or adverse effects on local  and other environments  • Reflect on and self-assess  his or her personal use of  natural resources  • Identify or generate a  question or problem to  be explored in relation to  human impact on the local environment. |